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Vol. VIII. No. 259.

NEW YORK, JUNE 3, 1876.

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Vol. VIII. No. 259.

NEW YORK, JUNE 3, 1876.

Price Seven Cents.

#### Personal Reminiscences, of Distinguished Educators.

By S. S. RANDALL. LATE SUPT. NEW YORK CITY SCHOOLS.  
No. 17.

JOSIAH HOLBROOK.

I first became personally acquainted with this most singular and remarkable man during my residence in Albany in 1850. Dr. CHANNING, in his published diary several years previously, refers to him, with high approbation, as being then engaged at Boston, in the enterprise of establishing and diffusing through the New England States, the system of Public Lyceums, for the promotion of science and art. And it was just here that his peculiar and distinguishing eccentricities first developed themselves. He threw his whole heart and soul into this great work, visiting every portion of New England, lecturing, preaching and persuading. The moment his indefatigable labors were crowned with success, and the Lyceum system became a fixed fact, he left Boston and the Eastern States, never again to return, and ceased to feel or to manifest the slightest interest in the results of his busy and fertile brain. Gathering together a large collection of minerals and fossils, botanical specimens, geometrical diagrams and blocks, of the simplest and most elementary description, he proceeded to New York, opened a *basar* in one of the unfinished rooms of the Board of Education, and with his capacious pockets and carpet bags, made the tour of the Public Schools, giving daily instructions by lectures accompanied with specimens, in the first principles of elementary geometry, linear drawing and perspective, surveying, and botany. On every holiday, and especially on Saturdays, he was to be seen followed by a boisterous group of boys and girls, with their teachers, traversing the fields beyond the city here, hammers in hand, pounding away at the stones for specimens of quartz, sandstone, granite, limestone and fossils; there with surveyor's chains and instruments busily measuring innumerable tracts of land, the girls gathering and analyzing heaps of flowers of every hue and grade, and studying the distinctive peculiarities of trees, shrubs, and grasses; and the boys frolics in all the glory of their unwonted liberty. Having in a few months succeeded in fully indoctrinating all the public schools in the mysteries of his favorite studies in the elementary principles of science; he collected together from as many as possible, specimens of their work, left New York, never to return, and came down to my Fairfax County farm in Virginia, in 1849, where he remained as a welcome and cherished inmate of my family for more than a year, making excursions into every part of the neighborhood, for minerals and fossils, distributing his New York specimens far and wide, among the Virginian children, and always followed by a happy group of ragged and dirty natives of every color, and from

time to time lecturing in the churches and schools of Fairfax, Alexandria, and the neighboring towns. I think this may be ranked among the happiest portions of his wandering life. Having left Virginia in the Spring of 1849 for Albany, I did not see him again until the Winter of 1851-2, when I found him, after diligent inquiry, in a low and ruinous hostelry, in the City of Washington, holding forth in the public bar-room, with his accustomed pomp, dignity and earnestness, to a motley group of cattle drivers and market men, from Maryland and Virginia, to whom he was displaying and unfolding the principles of his geometrical diagrams, his minerals and fossils, amid a dense odor of Southern tobacco and bad whiskey. To him, with his venerable countenance and dignified manners, these untutored barbarians listened with the greatest respect and manifest wonder. After a warm greeting he invited me to pass the night with him in his "Chambers." Such an utterly dilapidated, unfurnished, uncarpeted, bleak, cheerless, and open on every side to the "pitiless pelting of the Winter's storms," was I believe, never before dignified with the title of chamber, but to him they were transfigured into magnificent and costly "apartments." A few days subsequently the rickety hotel was consumed by fire, with all his gathered spoils from innumerable fields and groves, and he took "rooms" in an utterly destitute condition, financially, in the upper portion of Pennsylvania avenue, in the vicinity of the Capitol. Here his magnificent and untiring diplomacy came out sharply and characteristically. Armed with a new and large collection of his favorite specimens, carefully and neatly labeled and distributed in convenient cases and parcels, he called upon the President and each member of his Cabinet, the most eminent Foreign Ministers, and the members of both Houses of Congress, presenting each majestically, with his casket of minerals, and announcing his intention to inaugurate, under their auspices, during the ensuing summer, a great National Fair, for the benefit of the representatives of all nations assembled at Washington, provided he could secure the co-operation of Congress, and obtain the use of appropriate apartments in the City Hall for that purpose. Accepting, with a dignified silence, the trifling acknowledgments he received from the principal dignitaries of the City, as marks of personal esteem and regard, eminently due to his unwearied efforts for the accomplishment of this great enterprise; and having secured the co-operation of the trustees, teachers and pupils of the public schools, he was on one bright Spring morning, officially apprised that the City Hall was placed at his disposal, and appropriately fitted up for the great occasion. That moment was the signal for his quiet abandonment of the whole enterprise, nor did he ever after allude to it in any manner. His attention was now turned to a far greater and much more imposing enterprise, the purchase of a large tract of ground in the

vicinity of Arlington, and the erection thereon of a magnificent temple of industry and labor. The entire expense could, in his judgment, be covered by one hundred subscriptions of \$1,000 each. Strange to say, subscriptions nearly covering the estimated sum were without much difficulty obtained. The great firm of Corcoran & Riggs, members of Congress, Foreign Ministers, Cabinet officers, bankers and capitalists, subscribed liberally and freely. Again, at the very crisis, of success, the subscription lists were withdrawn and cancelled, and the enterprise indefinitely abandoned, and never again adverted to; buried and hermetically sealed up in the tomb of the Capulets, with its equally short-lived predecessors.

It was on this occasion that I last saw him, in the rooms of the War Department, prior to my final return to Albany and New York, in the winter of 1853-4. Soon afterwards came the melancholy intelligence of his sudden death, by accident, while engaged in the exploration of the rough mountainous regions of the Potomac, in Virginia.

Such was JOSIAH HOLBROOK, during the last ten or twelve years of his life. Of his antecedents, previous to this period, he never spoke. He was evidently a lonely, disappointed, disheartened man, enthusiastically devoted to the elementary instruction of the young of both sexes—amiable, dignified, and upright in all his intercourse, full of magnificent projects, to be realized at some future indefinite period, from his system,—capable of any and every exertion for the furtherance of these projects, so long, and so long only as they remained they cherished visions of his brain; invariably and instantly abandoned, "without recourse," the moment they approached practical realization! I think I never knew—with the solitary exception of Samuel W. Seaton—a more pure hearted, simple minded Christian gentleman; guileless, gentle, kind, tender-hearted benevolent and self-sacrificing, with charity for all, and resentment or bitterness towards none. What ever may have been his early experience of treachery, ingratitude or disappointment, not a word or syllable ever escaped him, of censure and complaint. That he had suffered keenly and severely from some hidden wound, carefully concealed in his breast, was sufficiently apparent to me; but the mantle of an impenetrable reserve was uniformly worn over all the secrets of the past, if secrets there were. Only by the expressive sadness and solemn dignity of his manner, never lighting up beyond a benevolent smile never breaking out into clear and transparent joyousness, could it be inferred by the closest observer, that the brooding spirit of some imaginary or real wrong, was like the Promethean vulture, incessantly gnawing at the vital energies of his torn and bleeding heart.

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There are some features in which this school differs from most other schools. The teacher is progressive in his character, views and methods. He follows no beaten track, unless he is persuaded that it is the best and only track that can be followed. Yet, however radical, his methods are not mere wild speculations. Wisdom and experience are the guide in every method introduced and practiced.

#### GOVERNMENT.

The government of the school is purely democratic. The boys are trained to govern themselves. If pupils are found disorderly and disobedient, teachers are expected and allowed to control and manage them in their own way. Not much democracy about that! True, but this is not the end of the matter, unless the scholar feels the justice of the teacher's decision and is willing, to submit to it. If he feels himself treated unjustly, he has a right to appeal to the Principal, who examines the case in all its bearings, and sustains the action of the teacher or reverses it. If the scholar still feels that justice has not been done him, he has a right to another appeal. A higher court is formed, composed of three judges selected from the school. One of these judges is selected by the Principal, one by the accused, and these two select a third. The case is brought before this Court, the principal produces the witnesses and evidence to sustain his decision, and the pupil is allowed to produce rebutting testimony. After the evidence is all in, each party has a right to "sum up," and make a plea before the court. If the verdict of this court is unsatisfactory to the accused, he is allowed an appeal to a still higher court, instituted in a similar manner, and composed of three referees, whose verdict, if it agrees with the former, is conclusive. If it differs, a third court finally disposes of the matter; the object being to secure an agreement of at least two courts in every case of discipline, and prevent if possible, any chance for injustice to the accused.

#### HAZING.

The practice of hazing has disgraced our colleges, and is practiced, though in a more quiet way, in many lower order of schools.

In college it is found a difficult thing to control, and so far as we know, thus far, unable to prevent. In Mr. MacMullen's school, a committee of three are elected by the scholars, whose duty it is to protect the new pupil. If a pupil is in any way annoyed or ill-treated by the older pupils, he has a right to appeal to this committee, whose duty is to inquire into the matter, and report the offenders. The Principal finds that a new scholar will appeal to a committee of his peers much sooner than he will to the Principal or his teachers. He finds, also, that this practice renders the protection of a new scholar popular.



## SELF-GOVERNMENT.

The school is divided into two divisions in reference to government; those who are capable of self-government and those not capable of self-government. If at any time a pupil of the first-mentioned division is disorderly, he is notified of it, and receives a warning. Three warnings in one week degrade him, and he is put into the class incapable of self-government.

## RHETORICAL EXERCISES.

This exercise is somewhat varied. If a pupil chooses, he may commit to memory a speech, and declaim it. All are practiced in impromptu declamation. The school, or some member of it selects a subject, and the speaker is required to make at once an impromptu speech on that subject. If he has but one thought on the subject he must state it, and stop when he gets through. The Principal finds that the practice makes a ready mind. Scholars improve rapidly in their ability to speak. To cultivate the art of composition, the scholars correspond weekly with the Principal. Scholars are also encouraged to write out speeches, commit them to memory, and declaim them. In their letter-writing, when a subject is discussed requiring it, the pupils are encouraged to write what they term illustrated letters, letters in which the object described is illustrated by pencil or pen sketches. We had the pleasure of examining some very fine specimens.

## LECTURES.

Instead of lectures by the Principal or teachers, or persons employed for that purpose, the pupils are required to lecture. A theme is selected, and the pupil is required to prepare himself and deliver his lecture before the school, at a day and hour appointed for that purpose. Among the themes discussed recently in these lectures were "Coal," "How Plants grow," "Human punishments," "The American District Telegraph," &c. We listened to an intelligent lecture on the "Cruelties of Libby Prison."

Mr. MacMullen believes that a healthy mind will be found only in a healthy body. To facilitate physical culture, he has provided and furnished a gymnasium for the use of his school, in which certain pupils are taught and all are encouraged to practice.

We witnessed with much amusing interest an exercise in what was termed "Taking the fort." There is a platform in the gymnasium which is called "The Fort." A number of pupils were put in the fort to hold and defend it. They were armed with boxing gloves. The rest were formed into a regiment, and similarly armed, made first, a systematic attack, and were repulsed. Another attack was made without success, and then another, and another, until the attack became somewhat informal. At length, the walls were scaled, the defenders driven out, and the fort taken.

## LIBRARY.

The school has a small, well selected library collected by the students. Some years since the Principal offered a prize of a gold half-eagle to the scholar who would bring in within a limited time, the best written essay on school discipline, and invited volunteers for the prize essay. At the time appointed for the delivery of the essays, only one was sent in. The Principal informed the writer that he was entitled to the prize, as it was the best essay handed in. The writer, who is now a successful medical practitioner in this city, declined to receive it, saying the essay had no merit. But the Principal insisted on the scholar's right to receive the prize. After a little consultation, the young essayist concluded to present the half Eagle to the school as a nucleus for the foundation of a student's library. This library, although it will hardly compare with that of Yale or Harvard, has grown to be a source of great mental improvement, and is annually increasing in value and numbers of its volumes.

The library is under the control of a committee elected by the students.

There is a placard board in the school room on which this committee and all the committees are required to advertise for all necessary information, so that no time is lost in giving notices, and no member of the school is uninformed from absence or forgetfulness.

## OUT DOOR CLASSES.

These classes are organized on the principle that an hour's walk among our shipping, or an hour's visit to a work-shop or factory, will teach an intelligent boy more than many hours of reading.

The class consists of three boys, under the guide and direction of a teacher, who visits with them the place designated. The teacher's business is to direct observation, and make explanations. If the visit be botanical, the teacher of botany is in charge. If geology, the teacher of that science, if art, an art-critic is put in charge of the class.

The hours for the out-door classes are selected so as not to interfere with the in-door

## THE BRIGHT FLAG OF AMERICA.

WM. B. BRADBURY, by per.

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*Musical notation for 'The Bright Flag of America'.*

1. The bright Flag of A - mer - i - ca; How gal - lant - ly it waves, A - bove the free - men's dwelling-place, A -  
 2. Where'er a peaceful ham - let lies, Its sheltering hills be - tween, The star - ry bea - con floats a - bove, As  
 3. Where prairies' spreading plains are seen, And wild war-whoops ring by, Or by the dis - tant wa - ter course, Be -

bove the freeman's grave; By no - ble streams and for - ests deep, And on the bounding sea, A thousand hearts are  
 guardian of the scene; Where'er the north pine-for - ests bind, The tempest's sweeping blast; And ev - ery stone a  
 neath a southern sky; The stars and stripes wave proudly out, And from far wood to sea, From heart and voice breaks

wel - coming The ban - ner of the free,..... The ban - ner of the free,..... The ban - ner of the free.  
 record keeps, Of struggles of the past,..... Of struggles of the past,..... Of struggles of the past.  
 forth the shout, "The banner of the free,..... The ban - ner of the free,..... The ban - ner of the free."

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## HAIL OUR COUNTRY'S NATAL MORN.

WM. GILMORE SIMMS, (1806-1870.)

ISAAC BEVERLY WOODBURY, 1856, by per.

*Musical notation for 'Hail Our Country's Natal Morn'.*

1. Hail our country's na - tal morn! Hail, our spreading kin - dred born, Hail, thou ban - ner, not yet torn,  
 2. Who would sev - er freedom's shrine? Who would draw th'in - vid - ious line? Tho' by birth one spot be mine,  
 3. By our al - tars pure and free, By our laws deep-root - ed tree, By the past's dread mem - o - ry,

Wav - ing o'er the free! While this day in fes - tal throng, Mil - lions swell the  
 Dear is all the rest: Dear to me the South's fair land, Dear the cen - tral  
 By our Wash - ing - ton; By our com - mon par - ent tongue, By our hopes, bright,

pa - triot's song, Shall not we thy notes pro - long, Hallowed Ju - bi - lee?  
 mountain band, Dear New England's rock - y strand, Dear the prairied West.  
 buoyant, young, By the tie of coun - try strong, We will still be One.

Fathers! have ye bled in vain?  
 Ages! must ye droop again?  
 Maker! shall we rashly stain,  
 Blessings sent by Thee?  
 No! receive our solemn vow,  
 While before Thy throne we bow,  
 Ever to maintain as now  
 "Union—Liberty."

The above songs are from the CENTENNIAL SCHOOL SINGER, published by Biglow & Main Price 40 cents.



the consumption of, useless, and worse than useless liquors, would save to the country fifteen billions of dollars, and make us the richest nation on the face of the globe. Not only this sum—beyond the imagination to comprehend—would be saved, but all the abominable consequences of misery, disease, disgrace, crime and death, that would flow from the consumption of such an enormous amount of poisonous fluids, would be saved. And yet temperance men are looked upon as disturbers and fanatics! and we are adjured not to bring temperance into politics! And this great transcendent question of economy gets the go by, while we hug our little issues for the sake of party and of office! Do we not deserve adversity?—*Scribner.*

### National Educational Association.

THE Sixteenth Annual Meeting of the Association will be held in the Academy of Music, Baltimore, Md., on Monday, Tuesday and Wednesday, July 10th, 11th and 12th, 1876.

#### GENERAL ASSOCIATION.

1. Addresses of Welcome by the Governor of Maryland and the Mayor of Baltimore. Response by the President. Annual Address of the President.
2. The Demands of the New Century upon the American Common School; by Rev. A. D. Mayo, Springfield, Mass.
3. The Normal Schools of the United States—their Past, Present and Future; Richard Edwards, L. D. D., late President of the State Normal University, Bloomington, Illinois.
4. The County School Problem; Professor Edward Olney, of the University of Michigan.
5. The Moral Element in Primary Education; Hon. W. H. Ruffner, State Superintendent Public Instruction, Richmond, Va.
6. Educational Terminology and School Grades; Duane Doty, Esq., Superintendent Public Schools, Chicago, Ill.
7. Report on Course of Study from Primary School to University; Wm. T. Harris, Superintendent Public Schools, St. Louis, Mo. Chn. Committee.
8. Reports on School Work of the World as represented at the Centennial Exposition; Hon. Warren Johnson, of Maine, Chn. of Committee.

#### DEPARTMENT OF HIGHER EDUCATION.

1. Address by President Noah Porter, Yale College.
2. Greek Syntax; Prof B. L. Gildersleeve, Ph. D., L. L. D., John S. Hopkins University, Baltimore.
3. The Political Economy of Higher Education; Hon. H. A. M. Henderson, State Superintendent Public Instruction, Kentucky.
4. Position of Modern Mathematical Theories in our Higher Courses of Pure Mathematics; Wm. M. Thornton, Adjunct Professor, Applied Mathematics, University of Virginia.
5. Positions of the Modern Languages in our Systems of Higher Education; Prof. E. M. Jaynes, Vanderbilt University, Nashville, Tenn.
6. The Systematic Organization of American Education; Dr. John W. Hoyt, Madison, Wis.
7. History of South Carolina College from 1810 to 1860; Prof. W. J. Rives, Washington College, Maryland.
8. Report on Orthoepey; Prof. Sawyer, Lawrence University, Appleton, Wisconsin.

#### DEPARTMENT OF NORMAL INSTRUCTION.

1. Report on Practice Schools; Miss D. A. Lathrop, City Normal School, Cincinnati, O.
2. Three Important Considerations for our Profession: 1. What is a School? 2. What are its Rights and Duties? 3. Some Consequences from the above; President J. H. Hoese, State Normal School, Cortland, New York.
3. Relations of Normal Schools to Other Schools; President J. Baldwin, State Normal School, Kirksville, Mo.

4. Professional Course of Study for Normal Schools; Professor John Ogden, Worthinton, Ohio.

5. What may Normal Schools do to form right habits of thought and study to their pupils; Prof. C. A. Morey, State Normal School, Winona, Minn.

6. Methods of Professional Training in Normal Schools; Principal, J. W. Dickenson, State Normal School, Westfield, Mass.

#### DEPARTMENT OF ELEMENTARY INSTRUCTION.

1. The Kindergarten, with Illustrations; Hon. B. G. Northrop, Secretary State Board of Education, Connecticut, and Madame Kraus-Bolte, N. Y. City.

2. How shall we train our Primary Teachers; Supt. John Hancock, Dayton, Ohio.

3. Text-Books Adapted to our Modern System of Education; James Cruikshank, L. L. D., Brooklyn, N. Y.

4. Paper by Miss Minnie Swayze, Trenton, New Jersey.

5. Practical Aspects of Object Teaching; Hon. M. A. Newell, Maryland.

6. Common Sense in Education; Wm. J. Davis, Editor *Home and School*, Louisville, Ky.

7. Report on Art Education; John Y. Culver, Brooklyn, N. Y. Chn. Com.

#### DEPARTMENT OF INDUSTRIAL EDUCATION.

1. Opening Address; President, S. R. Thompson, Nebraska.

2. The Industrial Education of Women; Hon. Ezra S. Carr, State Superintendent of Public Instruction, California.

3. Instruction in Manual Arts in Connection with Scientific Studies; Prof. Manly Miles, Illinois Industrial University.

4. What can be done to secure a Larger proportion of Educated Labor among our Producing and Manufacturing Classes; Prof. William C. Russell, Cornell University, New York.

5. How far should Industrial Schools engage in the attempt to extend the Limits of Science by Experiment or otherwise; Prof. E. M. Pendleton, University of Georgia.

6. Drawing as an Element of Advanced Industrial Education; C. B. Stetson, Boston Mass.

N. B.—Authors of Papers and Reports will please bear in mind that brevity is the existing rule of the Association.

### Mrs. Sylvanus Reed's School,

Nos. 6 AND 8 EAST 53RD STREET,  
NEW YORK.

This school is the result of a project which had been under careful study and premeditation for twenty years, the object being to found an institution in which the heart and character of the young should have as much consideration as the intellect as when the ideal of the Christian woman be the standard.

The school edifice is a fine structure with brown-stone front, planned and built by the Principal. It consists really of two houses, one of which is mostly occupied by the Principal as a residence, the other for school purposes. The school building consists of a large parlor, halls and assembly room on the first floor, and commodious and conveniently arranged class-rooms on the second and third floors. In the basement is a large recitation room, and a room for hats and wraps.

The dwelling department and family residence is admirably arranged, provided with every facility to make it convenient and desirable. The culinary departments come nearer our ideal of perfection in their arrangements than we have ever before witnessed, even in our best hotels. The refrigerator, built at great expense, is the finest and most philosophical in its structure of anything of the kind it has been our fortune to see. The cooking is performed on Beebe's perfection of a range, No. 4. The brass and tin utensils arranged on each side of the range show by their polished surfaces that those who take care of them have no need of an extra gymnasium in which to exercise

their muscles. The laundry adjoins the kitchen, and is not behind it in convenience of arrangement.

Shall we be asked, what has all this to do with a school? We are happy to answer, it has much to do with a boarding-school. We have no sympathy with the long-since (we trust) exploded theory that to make an active intellect we must starve the body. The functions of mind in this life, if it has any, must come through the action of the brain. Brain is physical, and brain-power must be derived from the nourishment it receives. Not that a child fed on beefsteak and venison will necessarily become a mental philosopher, but the exercise of the intellect in aesthetic study or any other study exhausts the brain, and if it is not nourished the mental activity will not be sustained; hence a pupil should be as judiciously and well-fed in the dining-room as in the lecture, recitation or class-room.

#### COURSE OF STUDY.

The course of study is arranged under four general heads: First. A "Primary Class," requiring a period of two years to complete it. Second. The "Third Class," requiring also two years. Third. "Second Class," requiring three years to complete it. Fourth. "First Class," occupying a period of four years.

This course comprises a broad range of studies, and young ladies who take the entire course go out into the world educated so far as the schools can educate, and are fitted to be leaders in life's drama.

#### TEACHERS.

The teachers are not selected from those who are just entering upon the profession, and whose work, for a time at least, must be largely an experiment, but from those ripe in experience as well as scholarship. Even the English branches and elementary studies are under the charge of teachers of experience and eminence. Miss Kingsley, who has charge of the third class, shows much skill and ability in her particular sphere. Her methods are such as to lay, with great thoroughness, the foundation for a systematic course of study.

#### THE METHODS OF TEACHING.

Under this head we have no comparisons to draw. We have seen excellent teaching in other schools; indeed, in all the schools it has been our privilege to visit. We expect to see much more. Every teacher, who has the true spirit of the teacher, the genuine inspiration, which shows that he has been fashioned by the Divine Artist as a teacher, will have methods somewhat peculiar to himself, which no other person can exactly imitate. Milton was a poet, divinely appointed and created, and so was Shakespeare. But Milton could never have imitated Shakespeare, any more than Shakespeare could have conceived and constructed a "Paradise Lost." Each was himself, and not another. So every teacher, truly inspired, is himself, and not another; yet his methods may be improved by becoming acquainted with the methods of other teachers.

Teachers know too little of each other—hence why so many run into ruts and word forms.

It was a pleasure to observe how carefully, systematically and thoroughly the teachers in Mrs. Reed's School analyzed every subject brought before the minds of their pupils. This was especially noticeable in the analysis of the English language, and in the logical methods of teaching mental philosophy. Prof. Nairne, by whom these branches are taught, holds the attention of every member of his class during recitation, and shows great skill in controlling and inspiring his pupils with a love of the study they are pursuing.

#### FRENCH.

The recitations in French show that the pupils have been trained to a critical knowledge of the language, while their conversation and written exercises indicate a purity and elegance of style and a thorough knowledge of French idioms.

#### PENING EXERCISES.

Mrs. Reed regards "the fear of the Lord as the beginning of wisdom." Hence the school is opened and the day begun with appropriate religious exercises, consisting of singing a piece of sacred music, reading a select portion of Scripture and prayer, always closing with that perfection of earnest and beautiful simplicity of petition, the Lord's Prayer. Not only at the opening exercises, but during recitations, young ladies are never allowed to lose sight of how much there is of God in all science. Any person visiting the school, and carefully observing the character and conduct of the pupils, will leave with the impression that these young ladies are truly trained in the graces and gifts of Christian womanhood.

#### THE MATHEMATICS.

are not neglected, but are pursued with earnestness and enthusiasm. The school is very fortunate in selecting and securing the services of Miss Watson, the teacher in this department, who shows superior ability in her department of special instruction.

#### THE BOTANY.

recites twice a week. The analysis of flowers and plants occupied a large portion of the hour of recitation. Out of school the young ladies are required to analyze one or more plants, make a record of the analysis in a book kept for that purpose, and bring the same to the class at recitation and subject it to criticism. The recitations are on Mondays and Thursdays. It was our privilege to be present at a Monday recitation. Some members of the class had made a record of the analysis of as many as eight plants, which they had examined since the last recitation.

NATURAL PHILOSOPHY AND CHEMISTRY, are taught by experienced professors, both theoretically and experimentally.

#### FINE ARTS.

It is a pleasure to observe and record the close attention paid to the study of Sculpture and Architecture, as well as drawing painting and music. Sculpture and Architecture are studied by means of regular lessons from text-books, and by lectures.

The lectures are sometimes original, sometimes selected, and read to the class by the Principal, accompanied by remarks and explanations. We were present during the reading of one such lecture, and were not only interested ourselves, but observed with great satisfaction the close attention of the pupils. The remarks of the Principal were appropriate and opportune, and tended to fix in the minds of the pupils, the principles and sentiments of the lecture. The persons and works mentioned were discussed, as well as the general character of sculpture. The young ladies were counseled, in matters of art and criticism, to keep their eyes open and their lips closed, for at least five years after they leave the school-room. "It is your business to store your minds, and not to make an effort to show off." Mrs. Reed does not believe in girls nor women "showing off." She approves of their knowing themselves and their ability. If they "have powers and attractions, people will find them out and appreciate them, without their proclaiming them." A great amount of historical and biographical knowledge was given during the reading of this lecture which was one of Flaxman.

Much has been said and written recently, on the propriety of taxing church and school property. It has seldom, doubtless, occurred to the minds of persons interested in this subject, that those who are doing most for the education of the young in the City of New York, are paying a heavy tax to the corporation.

■ This school alone pays from \$1,500 to \$2,000 per annum to the support of the government, and improvements of the city. Other private schools pay in proportion. Why should not the property of private individuals used exclusively for educational pur-



poses, be exempt from taxation as much [as property owned by corporations.]]

#### APPEARANCE.

One fact we take the privilege of recording, in order to correct a very erroneous opinion of many of the friends and warm advocates of the public schools. We are in favor of public schools, and are happy to be able to send out to the educators of our land extended reports of the excellence and thoroughness, as well as the advantages of our city public school drill. The public school has its work to do, and the excellent private schools of the city in no way interfere with that work. But the impression prevails, in certain circles, that the private schools are nurseries of pride; that more attention is paid to decorating the body than clothing and decorating the mind. This impression is false in the extreme. These schools are patronized by the affluent, it is true, but the scholar who enters them, no matter what her notions of dress, soon forgets herself in her enthusiastic efforts to learn and to sustain her position in her class.

The whole truth may be expressed in a few words: the young ladies were plainly but neatly attired, with no display of jewelry, unaffected, polite and refined in their manners.

An Iowa court has decided that if a man engages himself to be married, and then commits suicide the defrauded party can proceed against his estate for breach of promise.

Under a law enacted by the last Legislature, many Chinamen are being arrested in San Francisco for fishing with nets so fine that even the spawn are caught.

Boys are not to wear out their knuckles hereafter in "knuckling down." A patent has been granted for a pistol which is designed to shoot marbles by the aid of a spring.

The Ohio Legislature has passed a bill providing for the punishment by fine and imprisonment of all persons who get on or off railroad trains that are in motion.

Several San Francisco merchants have established a regular trade with Siberia, importing furs and seal skins and exporting general merchandise.

According to a decision of the Supreme Court of Nebraska, railroad companies are liable for damages resulting from prairies being set on fire by engines.

The latest discovery in the vegetable world is an incombustible tree found on an island in New Caledonia, and called by the natives the *niaouli*.

Garibaldi lives in a handsome two-story structure enclosed by a high wall, and in the midst of a garden embellished with trees and flowers and conservatories.

Mr. Chaplin, a well-known English turfman, has imported four Arabian horses of high caste, and is going to run them against thoroughbreds in England.

There is a female evangelist named Emma F. Snyder successfully working in Southern Illinois who publishes a list of her converts regularly in the papers.

Of the seven children of John Hall of North Troy, four of them, all under fourteen years of age, weigh exactly 200 pounds, and each has ten fingers, two thumbs and twelve toes.

## NEW Text-Books for 1875

1st.

PROF. EDW. OLNEY'S ARITHMETICS.

The Whole Series will be in Three Books.

1st. THE PICTORIAL PRIMARY ARITHMETIC, 150 pages, 35cts.

2d. THE ELEMENTS OF ARITHMETIC.

With 308 pages. Containing all that is usually embraced in our Practical Arithmetic. These books are on an entirely new and original plan, and are copiously illustrated.

3d. THE SCIENCE OF ARITHMETIC. (In press.)

The first two books of the series (which are quite sufficient for a common-school course) will be published in June.

The wonderful success of Prof. Olney's Algebra, Geometry, Trigonometry, and Calculus have led the educational public to expect something unusually attractive in his new series of Arithmetic, and in this they will not be disappointed.

There is scarcely a College or Normal School in the United States that is not using some of Prof. Olney's mathematical books.

THEIR SUCCESS HAS BEEN MARVELOUS.

A sample set of Olney's Primary and Elements of Arithmetic, for examination, will be sent to any Teacher on receipt of 50 cents, which will just about pay the postage.

2d.

OLNEY'S INTRODUCTION TO ALGEBRA.

The best book for Beginners ever published. One vol. 12mo., tinted paper, \$1.00.

3d.

Benson J. Lossing's New Outline History of the United States.

For Graded and Private Schools. The most copiously illustrated.

## SCHOOL HISTORY

ever published. Price \$1.25.

4th.

Shaw's New History of English and American Literature.

Prepared for school-room use by

Prof. TRUMAN J. BACKUS,

of Vassar Female College. In large, clear type. Price \$1.20.

Shaw's Specimens of American Literature and Literary Reader.

Prepared by

Prof. BENJ. N. MARTIN, N. Y. University. (To accompany the New History.) Price \$1.20.

5th.

Hooker's New Physiology.

Revised and corrected by

Prof. J. A. SEWALL, of Illinois State

Normal School. Elegantly illustrated and printed on tinted paper. Price \$1.00.

6th.

A Treatise on Plain and Spherical Trigonometry.

By Prof. C. F. R. BELLows, of Michigan State Normal School. Price \$1.50.

7th.

Cotton's New Series of Geographies.

The whole subject in two books. Preliminary Development Lessons have just been added to the New Introductory Geography. These books are simple, practical, and comprehensive. A striking feature is the maps, of which there are three full sets: Study, Railroad, and Reference.

We have recently purchased Dr. WAYLAND'S "Moral Science," "Political Economy," and "Intellectual Philosophy," also Dr. JOSEPH HAYES' "Intellectual and Moral Philosophy" and President HENRY'S "Moral Science."

Sample copies sent for examination on receipt of half price. Send for our full catalogue of Text-books.

SHELDON &amp; COMPANY, New York.

## STATEMENT OF

## The Mutual Life Insurance Company,

F. S. WINSTON, President.

FOR THE YEAR ENDING DECEMBER 31, 1875.

### ANNUITY ACCOUNT.

No.	AMOUNT.	No.	AMOUNT.
In force, Jan. 1st, 1875,.....49	\$36,033 00	In force, Jan. 1st, 1876,.....50	\$37,965 75
Issued,.....5	4,294 80	Terminated,.....8	2,911 60
54	\$39,877 80	58	\$35,077 35

### INSURANCE ACCOUNT.

No.	AMOUNT.	No.	AMOUNT.
In force, Jan. 1st, 1875,.....90,914	\$301,028 73	In force, Jan. 1st, 1876,.....92,953	\$305,027 21
New Risks,.....9,948	34,905 100	Terminated,.....8,953	31,776 00
100,756	\$336,833 83	100,756	\$333,833 21

Dr.

### REVENUE ACCOUNT.

Cr.

To Balance from last account.....\$20,167,411 31	By paid Death and Endowment Claims, \$1,885,083 28
" Premiums received.....15,731,970 49	" " Annuities.....25,353 60
" Interest and Rents.....4,998,958 18	" " Dividends.....2,989,668 67
	" " Surrendered Policies and Additions.....4,734,933 79
	" " Commissions (payment of current and extinguishment of future).....702,956 09
	" " Expenses and Taxes.....705,198 11
	Balance to New Account.....73,414,963 43
	\$39,538,379 96

Dr.

### BALANCE SHEET.

Cr.

To Reserve at four per cent.....\$74,167,374 57	By Bonds and Mortgages.....\$60,071,189 91
" Claims by Death, not yet due.....602,345 85	" United States and New-York State Stocks.....25,353 60
" Premiums paid in advance.....30,179 78	" Real Estate.....3,573,035 41
" Contingent Guarantee Fund.....200,000 00	" Cash in Banks and Trust Companies at Interest.....3,860,800 78
" Undivided Surplus.....\$730,494 51	" Interest accrued.....1,177,100 35
	" Premiums deferred, quarterly and semi-annual.....1,032,493 41
	" Premiums in transit, principally for December.....111,869 50
	" Balances due by Agents.....10,123 34
	\$78,830,194 71

From the Undivided Surplus a Dividend will be apportioned to each Policy which shall be in force at its anniversary in 1876.

I have carefully examined the foregoing Statement, and find the same correct.  
January 18th, 1876.

ISAAC F. LLOYD, Auditor.

NOTE.—By act of the Trustees the membership of this Company is limited to one hundred thousand insured lives.

### TRUSTEES.

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# **New York School Journal**

## **AND EDUCATIONAL NEWS.**

Office, No. 17 Warren St. New York.

AMOS M. KELLOGG, EDITOR.

Wm. H. FARRELL, Business Agent.

EDWARD L. KELLOGG, Subscription Agent.

NEW YORK, JUNE 3, 1876.

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All Superintendents, Principals and Teachers will please mail to us the catalogues, circulars or annual reports of their schools.

PROF. G. W. Snyder, the popular and efficient principal of the Caledonia, Ohio Schools, will open a Normal Institution in Huntsville, Ohio, June 26. He will be assisted by Prof. E. Baldwin, and will make it profitable for his pupils. We heartily commend the enterprise.

### **Features and Countenances.**

The work of the teacher has much greater diversity in its influence on the happiness and future prosperity of the pupil than a superficial glance would seem to disclose. The teacher forms, to a great extent, the mental and moral mould of his pupil, and through these prints an open book on the pupil's face, to be read and known to all men, and to effect for all time his temporal destiny.

Every person has features peculiar to himself, and different from those of any other person, yet all are of one type. The features are the work of Him who fashioned the Universe, and put the spheres in motion. The countenance is the work of the individual. Hence the countenances of individuals are quite as diversified as their features. One person has a dignified countenance, another a countenance expressive of deceit and treachery. We read men by looking at their faces, not at their features, but at their countenances; not by their eyes or their lips, but by certain casts, and motions and shapes and expressions, which their features have acquired—that make the countenance. Who is responsible for it? What gives expression to the face? The constant pressure of the mind, the perpetual repetition of its desires and acts; the inward mental habits; the deeply seated and controlling moral principles, stamp their impress on the face and make up the countenance. Frankness, cunning, dissembling, make their lines as legibly upon the face as if engraved by the chisel of the artist.

### **President Angell and the National Quarterly Review.**

The *Chronicle*, a cultured and enterprising college paper, published by the students of Michigan University, in its

last issue, devotes four full columns to a vindication of President Angell, from the aspersions of the *National Quarterly Review*. But to our thinking, the *Chronicle* had much better have saved both its space and its time in this matter. The article is ably written, but its author should have reserved his powder for some nobler game. When the hunter, after much pains and labor, finds that the game he has brought down is, instead of a stag, only some insignificant animal, he must experience some little disappointment to call it by no harder name.

Now, the writer of this, was at Brown University, a student for many years, of the cultured and beloved President of Ann Arbor, and he feels assured that no one who knows President Angell either personally or by reputation, could experience anything but simple disgust at a writer who should endeavor to bring either him or the institution over which he presides into disrespect. President Angell is too well known, and his character too firmly established in every place in the world, where education and genial culture are acknowledged, for anything coming from such a quarter to meet with a moment's consideration. By devoting, therefore, so much space to defending him against such assaults, is but paying their author a compliment of which he is unworthy.

*"Integer vite scalaris purus  
Non eget mauris jaculis, neque arcu,  
Nec venenatis grarida sagittis.  
Fusce, pharetra."*

### **Defective Points.**

With the close inspection that is bestowed upon education, teachers cannot escape criticism. And certainly they have defects. Let us inquire what are those defective points that strike the attention of an outsider. In the first place, unpleasant as the truth may be, most teachers are one-sided. They know nothing beyond the business they daily perform. They put their minds exclusively upon that, and so they see nothing beyond. Their way of looking at a child is frequently small and mean. The "good boy" to them is one who sits still, who recites, word for word, the lesson they have assigned, who never gapes, nor walks heavy; "the bad boy" is the inattentive, the lazy one, the one who does not tremble with fear, or reverence their authority. They look on young humanity as only made to sit in rows on benches, with spelling-books in its hand. They feel no personal interest in young people. It is an honorable occupation; it is an intelligent one, it does not soil the hands, or is a good stepping-stone to something else. The questions that rise perpetually to the lips of the thoughtful teacher trouble them not. The truth is, that most weak people become one-sided, and, so many teachers, while they can answer the trying questions of the superintendent, never care to listen to any others. They lack in ambition, in earnestness and in self-propelling power. Having entered at the portal, they pause and sit down, and never examine the interior of the magnificent mansion. A second defect is that they stand still. Like the children of Israel at the Red sea, they are commanded to "Go forward" by the Lord himself. Rise up, then, faint-hearted teacher, and do yourself what you would urge upon your pupils. Learn something steadily, day by day. Have a task allotted to yourself, and honestly fulfill it. It may not be a long one, but that you have something to think upon besides the rules of grammar or arithmetic is absolutely necessary to your well being, otherwise your mind will die. It is no figure of speech to say that hu-

dreds of dead teachers are to-day in the schools of the land. Margaret Fuller said, "I early found the business of life is to grow." Testing by this, how few have life in them. One of the most accomplished of the women of her day, a teacher, too, would, at night, write out a selection from the poets, or great thinkers, a line or two only at times, and placed it on her dressing-table. It was to catch her eye the first thing in the morning, and while dressing, the beautiful thought was running through her mind—it was, in fact, learned. One of the most eminent of the theological professors in this country was noted for his perfect ease with the Greek Testament. He explained it by saying that it was due to his having it lie on his mantle-piece in his dining-room, where he could take it up while waiting for a few minutes daily for the preparation of his meals. Now, reader, what are you doing in that first fundamental ground-rule of addition to your stock of knowledge or accumulation of power?

We should lack in a just treatment of this theme if we did not add, that no one can be a real, thorough going, intelligent teacher, doing justice to himself or herself, without he or she is a subscriber to an educational paper. And if the reader of these lines will hand the paper to one who is not a subscriber, and point out the above paragraph, he will be doing him a substantial service. The reading of such a paper should cure the one-sidedness and indifference that now hang like millstones around the necks of this grand profession of teaching.

ANY one having Nos. 100 and 101 also with them Nos. 298 and 299 and willing to part with them will please notify us, giving price.

## **New York City.**

### **Grammar School No. 57.**

THIS school on Wednesday last had some distinguished visitors. We find on the visitor's book the following names, Miss Selma Borg, Finland, Miss Annie E. Wilcox, Allegheny City, Pa., Miss Rachel S. Foster, Philadelphia, Pa., Edgar Ketchum, Lawson N. Fuller. Mr. Ketchum addressed the school, saying, he had lived in Harlem ever since he was a boy. That the boys had excellent teachers—especially an excellent Principal in Mr. Warner, who, he said, had prepared and sent to the New York College, three of the speaker's sons. Mr. Ketchum has been either Commissioner or Trustee for more than ten years in this ward, and hence he knows whereof he affirms. Miss Borg made a remarkable address, in spite of difficulties arising from her being a foreigner; she was listened to with intense interest. "It gives me great joy to meet you this morning, to behold the great privileges you enjoy. Born in a free country, you owe to it your greatest efforts. Could you, during your hours of meditation, fathom the depth of the responsibility resting upon you as free American boys, the knowledge of it would wither your young hearts as would a flash of lightning. Let me urge you to faithfully improve your advantages. There is no country in the world having superior, and few if any, having equal advantages to those you enjoy, and see to it that you improve them and elevate yourselves so that you can go out from school into the world as noble, honest, and capable men. Do not fight. You cannot comprehend the amount of misery that has been wrought by wars in Europe, on account of ignorance. Let your victories be those won by education. You know not of the difficulties boys in monarchical countries have to get an education. I feel grateful that I am allowed to stand before you this morning, and when I reflect and endeavor to understand why I am per-

mitted to enjoy this great privilege, I feel it is entirely due to such education as I have been able, under great difficulties to get."

After the address some singing followed under the direction of Chas. MacGregor, the Vice Principle. Commissioner Fuller sat by and enjoyed the whole of this occasion, as only a man of his generous heart can. What he thought was pretty plain. He wished all those serfs in Russia had such a school to attend, and who knows, Mr. Fuller, that, in the great progress education is making, but such a thing will come to pass?

### **Academy of Design.**

A FEW OF THE NOTABLE PICTURES.

It will be impossible to name all that excel, and the effort will be to say something in brief of a few. "Now we are off" by J. G. Brown is a faulty composition, the contrasts too great the attitudes and expression neither natural nor pleasing, "Grandmother's Treasures" by Jennie Brownescombe does not deserve the honorable place it holds; it has not a genuine touch that pleases, "Peaches and Strawberries" by W. M. Brown are excellent, "A Coast scene" (463) by W. J. Richards is one of his best—a charming perfect sky. "Among Friends" by James M. Hart is probably the finest pastoral landscape yet produced by this remarkable artist. Everything lives, yet nothing moves. Beautiful! "A lift n the Fog" A. T. Bricher represents a coast with high rocks on the right, and ships more or less distinctly seen with genuine fidelity. The sky is itself a picture without waves or rocks. Edward Meran has painted four pictures, each with a view of the sea in it. The best of these powerful conceptions is the one with a ship in the immediate foreground; it is a moonlight scene, and in its six square feet of canvas gives an idea of the majesty and mystery of the ocean. "A quiet Hour" by Edward Gay has touches of genius, but lacks in perfect harmony. We cannot agree to a sky like this, as properly matching the river and spirit of the scene. A little to sombre, "A Pool in the Adirondacks" by Arthur Paeton is finely painted, but not from nature. The same is true of Cropsey's Autumn Scene—it is charming, but it is too bright; scarlet as the woods become their harmonize thin dyes, and do not thus dazzle us. Edward Gay's "Wheat Harvest" is a charming, tender, happy conception. "Off the Track" by J. F. Irving is like all his works, drawn with consummate skill; the Violoncello player is plainly all right, and joy fills his heart. Beside this is one of those remarkable combinations of color that give William Hart his celebrity. You care not whether he is right or wrong, in tree, rock or water—you cannot but be gratified by faultless harmony. A Coast Scene by Gifford, is wonderful in its simplicity—it is the work of an artist who does so much with so little. Miss Marion Beers has painted a group of daisies, in the dainty style peculiar to herself.

### **Primary School No. 28.**

The annual reception took place on Thursday afternoon. Miss Wilkinson, the Principal, is to be congratulated on the care with which the exercises were arranged, the good taste displayed in the selections, and the nice order that prevailed. The singing has been under the care of Miss Murphy, and was very pleasing. The trustees of the 18th Ward, the parents of the children, and the friends of the school were out in full force, and the occasion was one that is delightful to remember. There were present President Wood, Superintendent Jones and Trustees Terbell, Weeks, Warner and O'Brien. Dr. Agnew presided genially. President Wood, Superintendent Jones and Inspector Kimbal, made brief addresses. Miss Ford has evidently labored hard in preparing the recitations and Miss Dugan as well in the calliothens.



## Signing the Declaration of Independence.

What a crisis had the affairs of the colonists reached! To go forward seemed hazardous owing to their own inferior numbers in comparison with the would-be-claimants of sovereignty to look backward, was contrary to the spirit of independence which burned in their bosoms. At this juncture the signing of the Declaration of Independence, decided which course they should take; and with the promptness and enthusiasm which characterized all their movements, they took—the forward course.

They had endured the insults and outrageous demands of England, until their pent up feelings found expression in that grand document—"The Declaration of Independence."

But even in this, their language was not vehement. They simply put before their oppressors, the unjust demands made by the English Parliament, and their own unwillingness, as a free people, to comply with them. They acknowledged the aid which England had given them, but proved that whatever benefits they had received, had been shared by England in common with themselves. The very language they used—"A decent respect to the opinions of mankind"—was touching. The consideration of the feelings of others, is one of the noblest emotions of the human heart.

The prevailing feeling in England was, that this rebellion, as they termed it, was monstrous. The Declaration of Independence, they considered as the composition of a few deluded men whose heads would be laid on the Block of George III. But on this side of the Atlantic all was anxiety; not as to whether their course was right or wrong, they had long ago decided that, but as to what would be the issue. But they put trust in "Him who heareth the cry of the oppressed." The other European countries probably knowing to their cost that playing with fire is dangerous, took neutral positions. Though France always hostile to England, first acknowledged us as Independent.

The national affairs at this time, were not in the best condition. There had been debts incurred and there being no established head, while the fact that England was ready to give them battle, weighed upon their minds. They knew if they failed in making resistance that their present condition would be comparatively free to that in which they would be placed. If such were the feeling of the colonists, how much more anxiety must have filled the minds of those who signed the Declaration. Each one knew that he held his life in his hand, as he did the pen, with which wrote his name on the paper. They described themselves as signing it with, "halters around their necks; although, in it each only declared himself free.

But, like Pilate, he said, "What I have written, I have written." As John Hancock offered his bold signature to the paper, he exclaimed, "There! John Bull can read my name without spectacles!"

There was necessity for immediate proclamation. A stand for Liberty must be made. The Declaration of Independence was adopted on the Fourth of July, 1776. On this eventful day the streets of Philadelphia were thronged with excited citizens anxious to learn the decision of Congress. The bell-ringer of the old State House had taken his post in the steeple at an early hour, that he might lose no time in announcing to the people that their Independence had been formally declared. The old man had grown impatient at the delay, when suddenly he heard the joyful shout, "Ring! ring!" from his boy, whom he had stationed to give him notice of the anticipated event. Loudly pealed the old bell, and as loudly was its clangor greeted by the delighted citizens. As the joyous tones pealed forth their tale of liberty, the old bell, unused to telling such good news, cracked—a fitting illustration of the death of kingly power, which had so long crushed the people. The

glorious Declaration was signed by all the members present, and the thirteen colonies were thenceforth known as the "Thirteen United States of America." The news rapidly spread, and great was the rejoicing of the people.

Fierce and bloody was the struggle, but victory was ours at last: 1776 witnessed the signing of that glorious Declaration.

During the century following, what a change has taken place in the progress of the nation! Then, it was only a small handful of men compared with the number of their antagonists; now, the population has increased to millions. Then, their territory only comprised the "Thirteen original States;" now, their dominion extends from Penobscot's waters to San Francisco's bay, and from the St. Lawrence to the Gulf of Mexico. Our commerce rides every sea and none dare insult the "Flag of the Free." 1776 dawned upon a people anxious to hear their independence declared. Its birthday was not announced by the glorious peal of bells; the rising sun glinted not upon the flashing steel of a free country's defenders, but upon the polished arms of our oppressors.

How different the birthday of 1876! As his sun appears above the horizon, Uncle Sam proudly says to Columbia, "Our one hundredth," and all the civilized nations of the globe pay their tribute of honor to America on this the Centennial birthday of her independence.

"And the Star-spangled Banner in triumph doth wave  
O'er the land of the free and the home of the brave!"

MINNIE H. CAIN,

Academic Class P. S. No. 35, Brooklyn.

## Education in England.

In the House of Commons a spirited debate took place on an amendment to the Education Act, in which Mr. Bright said:

"I believe that we make a mistake in teaching too many things, and in teaching in high subjects. What I would wish to see in this country is that every child should be able to read, and should be able to comprehend what he reads—that he should be able to write, and that what he writes should be easily read—and that he should be taught the simple rules of arithmetic, to enable him to keep the accounts of the simple transactions that may occur in the course of his life. That would enable the young man or the young woman, as the case might be, to put his foot on the ladder, and if nature has given him talents, and he cultivated them, he may make further progress, and advance himself to any position in life. I think my friend may be much satisfied with the discussion that has taken place. Of all the members who have spoken, not one confessed himself hostile to education; but, judging from some accounts we read of in speeches delivered in country districts, I believe that some of the constituents of hon. gentlemen opposite are not yet convinced that it is for their good, or for the good of the laborers themselves, that they should be universally taught in schools. There appears to be a great dread of that modern institution, the school board; it is one of the most amusing hobgoblins ever brought before the public in my time, and I have seen a good many."

"I went last year with Sir Charles Reed, the present chairman of the London School Board, and Lord Lawrence, who preceded him, to Bethnal Green, and looked through two magnificent schools erected in that district. We saw all the principals and subordinate teachers, and the scholars, and some of those poor little blind children to whom something is attempted to be taught. We saw the scholars exercising in the yard, and when I left I confess I did not know whether most to rejoice or to weep. I could rejoice at seeing what I saw was being done, and I could have wept at the thought that for so many generations children of that class had been so shamefully neglected. I thought of the way in which Nonconformists were spo-

ken of in this House—and the noble lord below the gangway said they were the most "unclubbable" people he knew—I don't know exactly what that means—and as I thought of those schools my mind wandered across the ocean to New England, and especially to that part of it called Massachusetts. The men who went over there were Nonconformists, and two hundred years ago they established there a system of education which was not less complete for their time than this which we have is for us, and in those two hundred years not less than eight generations of children have been taught in those schools; and but for those schools, thus founded by Nonconformists, the children of the poorest of the State would have been uneducated. I have never looked back to my visit to these schools without a feeling of thankfulness that the Parliament of England had done at last something in so great a matter, and that the children to come after us will be proud that we have no longer neglected to give this education in our day."

Mr. James B. Hammond's School,  
No. 11 WEST 39TH STREET,  
NEW YORK.

One of the chief advantages of the private school arises from the intimate acquaintance that subsists between pupil and teacher. The instructor comes to know his pupil perfectly; the pupil, too, finds that his teacher is as ready to listen to him as are his parents. A strong personal feeling is aroused on both sides, and the result is that an astonishing amount of work is done on both sides—far more than is laid down in the course of studies or paid for in the bills. The teachers in many of these private schools are persons of high culture, possessing excellent traits of character, such as will bear imitation. And those parents who get cheap teachers, of poor associations, low culture, and mean language, will fasten all these things on their children. It is not long since a father noticed his son was acquiring quite a rich *brogue*. On inquiring into the cause, the lad replied, "Sure, sir, we have a new teacher right from Cork." A careful consideration of all sides of the educational question leads a large number of thoughtful parents to select men of the best talent not only, but those also of high culture, as instructors of their children. Mr. Hammond has had ample educational advantages. The Boston Latin School, Phillips Academy, college and theological instruction, foreign travel, and study in the German universities, have combined to endow him with more than ordinary qualifications; naturally, he is a gentleman, sincere, conscientious, and earnest. All of these things made our two visits unusually pleasant. Cordially welcomed, full information given, we put down the results, only wishing for space to give a complete exhibit of all that interested us.

### THE SCHOOL ROOM.

This is in the second story of an elegant brown-stone house, just west of Fifth avenue, in 39th street. It has three large windows opening to the south the floor is covered by a heavy carpet; the desks are single and are of polished oak. The general appearance is exceedingly pleasant and attractive. The quietness of the locality and the surroundings would not lead one to suppose a school was located here; the entrance is private and exclusive.

After a brief conversation, Mr. Hammond proceeded with his regular,

### RECITATIONS.

A lad was called upon to read from Caesar's Gallic War, and translated with great readiness two sections thereof. The teacher then proceeded to ply him closely with questions. "What is *cognitis* from?" Give a synopsis of the verb? What is the imperative, subjunctive, passive, etc., etc.—until every nook and cranny of these sections had been explored, showing that the grammatical and

rhetorical construction were completely understood. Next a class in Sallust took its place beside the Principal. The translation made by these young men was accurate, and marked beside with fluency, freedom and neat idiomatic English. Among the sentences we noted: "Thus they who have achieved the greatest fortune have the least liberty." "Why keep the law in small things, and break it in great." These are truths to-day as well as when uttered by Sallust, 2,000 years ago. The pupils of this class are preparing for college—Princeton and Harvard being selected.

### A SPELLING CLASS.

It is commonly supposed that any one can teach spelling. That is true, but the better the teacher the more he will make of the common studies. Faraday would lecture to the intense interest of an audience, with a piece of glass as his subject. The class called up, consisting of lads under twelve years of age, went over quite an extensive territory under the leadership of their enthusiastic teacher. Thus "capacious" was spelled, and followed by questions on its meaning and use; sentences were required employing the word; and a conversation ensued that could not well be written down, and such as only a man of extensive attainments could carry on, covering a large field interesting to every one of the pupils, and to the writer also. It opened up the English language as a mine to be quarried into, and let the young pupil see some of the freshness and beauty that is found at every turn if the eye is trained to see and the ear to hear.

### MATHEMATICS.

Before we entered the classes in Algebra had recited, one using an elementary treatise, another Davies' Bourdon; also in Geometry—one of which took up theorems in the fifth book. A class in arithmetic was, however, called upon and questioned closely on the general properties of numbers; the boys have been well drilled in this subject.

### FRENCH AND GERMAN.

Both of these are studied with the intention of giving a practical knowledge of them in conversation. Mr. Hammond spent a year and a half in Germany, and acquired a thorough knowledge of the language there, and gives instruction in it. He pursues the only correct method in teaching a language—that of using it, talking it, etc. The ordinary method of simply writing it (until the power of talking it is acquired) is wholly useless.

### SPECIAL POINTS.

While noting the above points, it was apparent that the pupils not reciting were preparing lessons, with but slight need of supervision. It was plain that the pupils have been taught to be industrious, to work, to apply themselves diligently to their books. The same was apparent after the hour of dismissal. Probably one-half of the pupils voluntarily remained and studied on the lessons to be recited on the following day. The work done without compulsion is good testimony in favor of a teacher. Nor did a pupil leave without saluting his teacher kindly as he went forth. These are things that do not grow of themselves. The Principal is emphatic in his belief that the real power of the school-room is not the book, but the living teacher. There are no small number who need to have their enthusiasm aroused, who need constant stimulation. Upon the patience, skill and personal interest of the instructor everything depends. There are no small number of boys who are apparently dull and backward in their studies, who can be gradually led into the fields of knowledge if they are put into the hands of a skillful teacher who "has time" to devote to them. Many of the most eminent men were of this class. And, again, a school cannot be of high service unless it has something of an *organic* life in itself. The teacher who commands study but does not study himself can accomplish but little for his pupils—they feel what they cannot explain. Hence the view



of Mr. Hammond on the need the teacher has of constant study for his own sake are correct, and it would be well if every teacher carried them out as faithfully in practice.

#### TEXT-BOOKS.

Among the text-books we notice the excellent works of DAVIES and GUYOT.

#### Publisher's Department.

The concurrent voice of this entire community has condemned the use of all the metal or finger pad trusses, now that the Elastic Truss Co., 683 Broadway, soon comfortably cures Rapture.

**CASTOR OIL.** Most safe, useful and best known Purgative, can be taken agreeably and easily in Dundas Dick & Co.'s Soft Capsules. No taste; no smell; so pleasant that children ask for more. No family without them. Sold by your druggist. Ask for our book; or send \$5 Western St. New York.

**THE WAKEFIELD EARTH CLOSET Co.,** of 36 Dey street, N. Y., rise to explain that their new, popular, practical, portable, odorless \$5 Water Closet, does not, like their Improved Watrous and Perfect Wakefield Earth Closets, abolish the privy nuisance; but as pure water in trifling quantities is easier to obtain than dry earth, peat, or coal ashes (these are the best chemical disinfectants and deodorizers known), so the \$5 Water Closet is an immense convenience for every sick room or bedroom in America.

#### THE KEEP PARTLY-MADE SHIRT.

Without again dilating upon the old story of the origin and progress of shirt making or repeating the words of the immortal Tom Hood's "Song of the Shirt," on the present occasion we shall be content to bring to the notice of our reader, a new departure in this line of manufacturing recently established in this city under such favorable auspices that we deem the projectors worthy of notice. The establishment to which we have reference is that of the Keep Manufacturing Co., patentees and sole manufacturers of Keep's Partly-made Dress Shirts. The Keep partly-made shirt is cut by the most improved system of shirt cutting and the front stitched on the shoulder, seams joined and collar band put on, the sleeves are cut and the cuffs made, and any lady can finish them without any possibility of a failure. The great difficulty in shirts made at home is they do not fit, for to cut a shirt and make it fit around the neck and have the front set well, requires as much skill as to cut a coat or dress and make it fit.

The attention of the trade is especially called to the partly-made shirts as the Keep Manufacturing Company make a specialty of supplying them at a rate so they can be sold at manufacturing prices. Samples of muslin will be sent on receipt of any address. They do a cash business exclusively and send no goods C. O. D., and are thus enabled to sell lower than the lowest. Give them a trial and we can guarantee satisfaction in almost every case. The trade are invited to address Keep Manufacturing Co., 165 and 167 Mercer street, and 500 Broome street, and everybody is requested to call at the retail store at 571 Broadway and see a half a dozen partly made dress shirts for \$5.

#### A WRONG CUSTOM CORRECTED.

It is quite generally the custom to take strong liver stimulants for the cure of liver complaint, and both the mineral and vegetable kingdoms have been diligently searched to procure the most drastic and poisonous purgatives, in order to produce a powerful effect upon the liver, and arouse the lagging and enfeebled organ. This system of treatment is on the same principle as that of giving a weak and debilitated man large portions of brandy to enable him to do a certain amount of work. When the stimulant is withheld, the organ, like the system, gradually relapses

into a more torpid or sluggish and weakened condition than before. What then is wanted? Medicines, which, while they cause the bile to flow freely from the liver, as that organ is toned into action, will not overwork and thus debilitate it, but will, when their use is discontinued, leave the liver strengthened and healthy. Such remedies are found in Dr. Pierce's Golden Medical Discovery and Purgative Pellets.

#### A CURE OF LIVER DISEASE.

Rusk, Texas, May 10th, 1873.

Dr. R. V. Pierce, Buffalo, N. Y.

Dear Sir—My wife last year at this time was confined to her bed with Chronic Liver Disease. I had one of the best doctors to see her, and he gave her up to die, when I came upon some of your medicine. I bought one bottle and commenced giving it. She then weighed 83 lbs.; now she weighs 140 lbs., and is robust and hearty. She has taken eight bottles in all, so you see I am an advocate for your Medicines.

WILLIAM MEAZEL.

FROM THE NOTED SCOUT, "BUFFALO BILL."

HOLLAND HOUSE, Rockford, Ill., April 20, 1874.—Dr. R. V. PIERCE, Buffalo, N. Y.; Sir—I have now taken four bottles of your Golden Medical Discovery in connection with your pellets, and must say that nothing I have ever taken for my liver has done me as much good. I feel like a new man. Thanks to your wonderful medicine.

W. F. OODY, ("Buffalo Bill.")

## Book Notices.

**KINDERGARTEN OCCUPATIONS** by E. Steiger; in four boxes. These preparations are certainly very attractive. These books are a fit addition to the various tracts published by Mr. Steiger on the Kindergarten, and should commence a ready and immediate sale; each box costs 30 cents. They are intended to illustrate Froebel's system and carry their own arguments and credentials with them. One contains a slate and pencils the former grooved into equal squares, to help the child to gain, as he draws, an idea of form and measure. These Froebel called "net work squares." The slate is, of course accompanied by a set of plates, representing various objects and arranged in a systematic course. Another box has a set of pictures, a couple of large needles, with handles, a pad and many sheets of paper, all designed to teach the art of perforating or pricking; designs on paper, for use in ornamenting various objects, and also in further developing the artistic instinct. The third box contains all the material for laying sticks in geometrical forms or in representation of various objects; while at the same time he gets ideas of size, shape, and number. This box is really the most rudimentary of all. The fourth box is full of colored papers, cut into strips of various widths, for weaving into little mats of various styles, according to the accompanying patterns. Each box is accompanied by full directions and is a treasure-house of enjoyment for any child.

#### MARRIED LIFE IN BOMBAY.

In one of the Bombay courts a Hindoo woman was recently charged before Mr. Dosabhoj Framjee, the magistrate, with assaulting the mother of her betrothed. She was of the blacksmith caste, and very prepossessing in appearance. The evidence of the complainant having been taken, the intended husband of the defendant was called into the witness box, and he corroborated his mother's evidence. He added that when he went to the rescue of his mother, the defendant, who was betrothed to him, bit his arm.

Magistrate—Are not girls married in your caste?

Witness—Yes, sir, but this woman was divorced by her former husband, and I

am betrothed to her. Such marriages are allowed in our caste.

Magistrate—Well, as you are only betrothed, are you going to marry this woman after the short experience you have had of her?

Witness—She must have been divorced by her former husband for some such conduct.

Magistrate—Well, then, are you going to take her?

Witness—What am I to do? I have paid her sixty-five rupees. If she returns me the amount, I will not marry her; and if she does not return me the money, then I will marry her.

Magistrate—Then won't she bite you again?

Witness—I am sure she will make me miserable.

Magistrate—Then don't marry her.

Witness—What about my rupees? Will you kindly order them to be returned to me?

Magistrate—That is not in my power. Witness—Then I will marry her.

Magistrate—You may please yourself, but I am afraid you will have to come here often.

Witness—No, sir, I will take her to my native country and place her before the punchayet, who will chastise her with shoes, and that will cure her of her temper.

The defendant was adjudged guilty, and fined five rupees.

#### BEEF SEED.

As the King was breakfasting at Kew, the great scarcity of beef which was then prevailing in England became the subject of conversation. "Why do not people plant more beef?" asked the King. Upon being told that beef could not be raised from the seed, he seemed still incredulous. He took some bits of beef-steak and went into the garden and planted them. The next morning he went out to see if they had sprouted, and found there some snails. Thinking they were oxen, he was heard calling out, "Here they are! Here they are, Charlotte, horns and all!" —*Insanity of George III.*

#### SCIENTIFIC.

**A RIVAL TO COD-LIVER OIL.**—It is stated that a rival to cod-liver oil has been discovered in dugong oil, and that considerable quantities of the latter are in course of transmission to this country, to be submitted to the medical profession for an opinion on its value and properties. The dugong is one of the whale tribe, frequenting especially the north-west coast of Australia, where it is much esteemed by traders, settlers, and natives as being not only useful for its oil and fat, but toothsome as an article of food. The oil of the dugong's liver has already been much used by the colonial medical men, in cases analogous to those where our doctors prescribe cod-liver oil, and with marked results. It bears, too, this superiority over its rival, that the oil itself has by no means an unpleasant taste, and is altogether free from that smell which in so many cases prevents sickly persons with delicate noses taking cod-liver oil.

**THE DIVERSITY OF INDUSTRY.**—The diversity of mechanical industry throughout the civilized world has an interesting illustration in the fact that each country excels in the manufacture of some particular or favorite tool. Thus, Germany makes a web for piercing purposes, so remarkably cheap that no one inquires or cares to ask how its fabrication is effected, and the mode of its production is unknown elsewhere. France has a high reputation for veneer webs, mill and bullet webs, and for small circular saws an inch or so in diameter, for cutting fine

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## WONDER CAMERA.

We have one of E. I. Horseman's Wonder Cameras for sale. Warranted in perfect order, as good as new. Will show a common carte de visite, watch, etc. Fitted with powerful oil lamp, folding oil paper screen, 325 feet. Just the thing for a school. Will be sold cheap.

specimens of ivory and bone; also very thin circulars for sugar cutting, up to two feet, that would sorely tax the skill of an English or American sawmaker to produce, but the great circular saws are the work of other nations.

**TO PREVENT ACCIDENTS.**—To prevent the accidents to which railroad trains are liable from one car jumping the track, the plan has been devised of applying to cars a kind of shoe, consisting of a clamp-like arrangement which is affixed between the wheels of each track. This runs about two inches from the rail, and if anything happens tending to throw the wheels from the track, the clamp at once grasps the rails, holds the car on the track, and brings the train to a speedy halt.

Such a shoe will, it is claimed, prove a great saving of railroad rolling stock, and add greatly to the strength of the truck, it being constructed of iron and weighing some five hundred pounds. Experiments made with cars provided with this device show that the arrangement accomplishes very effectively the object in view, and it is estimated that on account of the additional strength thus imparted to the car, it must last much longer.

**AN INVENTION** has just been successfully applied in Liverpool to the printing machine, by means of which newspapers may be printed upon an unbroken roll of paper without the necessity of previously stereotyping the pages and moulding them to the shape of the cylinders to which they are affixed. The details of the process have not been communicated, further than that the type itself is fixed on the cylinder referred to, but with the exception that it has been yet found impracticable to apply the automatic folding process to the machine, the plan is fully successful. The advantage of the invention is that, while giving the highest rate of speed it will save the cost of stereotyping, which, except in the case of very large impressions, is otherwise unnecessary.



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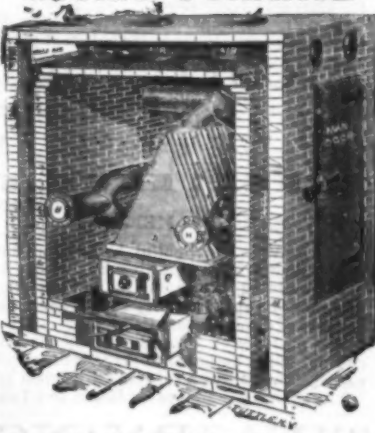
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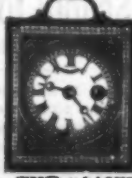
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A correspondent of the London Daily Standard on board the British ship Challenger, writes as follows: It was late in the evening when we anchored in Cumberland Bay in twenty-five fathoms, a pleasant, secluded spot, with precipitous cliffs all around us, and a good beach for landing, and roads leading up to the settlement. Time would not permit a longer stay than two days here, and that was made the most of. All the places immortalized by Selkirk were visited—the acres, "his valley," "his lookout," etc. This gap is some 2,000 feet above the level of the sea, and from it a glorious view was obtained both north and south. "Robinson" used to daily visit it and wearily watch for the coming sail. Here Her Majesty's Topaz, in 1868, placed a table bearing the following: To the memory of Alexander Selkirk, a native of Largo, in the county of Fife, in Scotland, who was on this island in complete solitude for four years and four months. He was landed from the Cinque Ports, galley, 96 tons, 16 guns, A.D. 1704, and was taken off in the Duke, privateer, February 12, A. D. 1709. He died lieutenant of the Weymouth, A.D. 1723, aged 47. This tablet is erected near Selkirk's lookout, by Commodore Powell, and officers of her Majesty's Topaz, A.D. 1868.

A negro preacher stole two horses in Brenhan, Texas, and took them with him to Lexington, where he was arrested the next Sunday while preaching.

The smallest man in Connecticut is dead. His was "Colonel" Carey Stocking. He lived in Cromwell, was 64 years old, and only three feet high.

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